

## Developing the ethical competence of future teachers based on a synergetic approach

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**Abstract:** This article reveals the impact of technology cooperation on the performance of students in the elementary class. When they work together, students find out from each other everything that is not clear to them. If necessary, they are not afraid to ask the teacher for help. Students learn to see for themselves the problems of the world around them and find ways to solve them. Each student understands that the success of the group depends not only on memorizing the ready information given in the textbook, but also on the ability to independently acquire new knowledge and skills, and apply them in specific tasks.

**Keywords:** technology cooperation, academic performance, primary education.

Primary school is the most important and significant stage in the school education system, since the educational activity of the child becomes the leading activity. And on how this activity will be formed, how much interest in the learning process will be instilled in the child, comfortable conditions for learning are created, which are necessary for the development of independence, the ability to self-organization and self-realization, depends not only on the success of education in basic and high school, but also the desire and the ability to improve your education throughout your life.

Before entering school, children are educated and brought up in various preschool institutions. As a rule, they know little to each other, they are reluctant to communicate. Teaching a younger student to communicate in the context of the educational process is a rather difficult task. A huge role is played by personal characteristics, first of all, self-confidence, high performance, adequacy of self-esteem, achievement motivation, independence and initiative. They must be shaped in unity with creative and logical thinking, social intelligence and the ability to cooperate. Therefore, it is essential to use in the classroom such teaching methods and techniques that would allow each student to be included in an active cognitive process in accordance with the level of his capabilities. It is necessary to allocate a place in the educational process to work in pairs and groups, because in these forms of work, students achieve their goals by cooperating with each other.

All students work in such lessons. They learn to listen and hear. Working in groups, everyone gets the opportunity to be realized in what is his strength, and to receive help in what he is weaker than others. Teaching group interaction in the classroom is relevant not only as a method of teaching oral speech, but as a natural component of the educational process.

Learning will only become joyful and attractive for children when they themselves learn: to design, construct, explore, discover, i.e. to know the world in the true sense of the word. Cognition through the tension of one's strength, mental, physical, spiritual. [1] And this is possible only in the process of independent educational and cognitive activity on the basis of modern pedagogical technologies.

The use of collaborative technology in primary education has a positive impact on student achievement. In addition, during joint activities, students find out from each other everything that is not clear to them. If necessary, they are not afraid to ask the teacher for help together. Students learn to see for themselves the problems of the world around them and find ways to solve them. Each student understands that the success of the group depends not only on memorizing the ready-made information given in the textbook, but also on the ability to independently acquire new knowledge and skills, and apply them in specific tasks. Students form their own point of view, they learn to argue for it, to defend their opinion. Children learn to communicate with each other, with a teacher, master communication skills. Active speech development takes place: children need to correctly formulate the question and expressively address it to their partner, then switch roles. A sense of camaraderie and mutual assistance develops, i.e. improves the microclimate in the classroom.

In conclusion, it should be emphasized that technology makes it possible for each student to receive an education tailored to their individual abilities.

When the task is completed together, mutual learning takes place, since each student contributes to the common work. And, finally, do not forget that the task of the school is not limited only to the development of thinking skills, broadening the horizons, teaching the basics of theoretical knowledge. The school should also contribute to the personal growth of each student, the development of his communication skills, which will be no less in demand in later life. It is the technology of cooperation that improves the psychological climate in the classroom, the development of tolerance, the ability to conduct a dialogue and argue one's point of view.

A synergistic approach that reveals the patterns of development of biosocial systems is becoming widespread in education. The main areas of application of synergetic knowledge in pedagogy include:

- the use of synergistic patterns in the design of various pedagogical systems (management, didactic, educational, methodological, etc.);
- forecasting the development of educational systems;
- search for mechanisms of "soft management" of the educational process;
- formation of methodological competence of a teacher and a student;
- consideration of a person as a cosmobiopsychosocial being and building a model of a teacher, manager (head of educational institution) and graduate from a synergistic position;
- building a generalized picture of the world as a socio-natural environment based on the integration of natural science and humanitarian knowledge and synergetic analysis of general patterns of development;
- inclusion of synergetic knowledge in the content of education, for example, in elective courses in philosophy of sciences (physics, chemistry, ecology, history, etc.)

The synergistic approach uses the methodology of modern pedagogical research; promotes a qualitatively new implementation of the polyparadigm approach; integrates natural science and humanitarian knowledge; contributes to the sustainable development of educational systems and humanity.

Synergetics can be viewed as an optimistic way of mastering a nonlinear situation (E.N. Knyazeva) [10], helping in the current situation of accelerated and unstable development of the world to find small resonant influences that push on a favorable path of development, supporting self-government and self-organization of social systems of different levels. Synergetic thinking is a non-

linear, creative attitude to the world, the discovery of the possibility of making oneself create, an attitude to evolution as to a game in which nothing is predetermined except for the most general rules of the game; flexible, open, ambiguous perception of the world. Synergetic thinking instills faith, hope in a person for the ability to get out of crisis (personal, social), helps in overcoming fear and risk taking, contributes to the formation of "selfhood", "consistency" through awareness, self-improvement and responsibility for oneself, one's loved ones, one's people, preserving life on Earth.

General features of pedagogical systems from the standpoint of the systemic-synergetic approach:

- openness;
- nonlinearity (stochasticity);
- striving for harmony, integrity;
- the presence of a system-forming goal, ideal, generalized model of the graduate;
- the ability to self-organize and expand social ties and functions;
- the presence of a structure that includes all elements of activity (motive - need - goal - content - operations - relations - result - reflection), which implements the functions of management, training, education, development, adaptation, socialization and integration into society;
  - the humanistic nature of the relationship between the elements of the system, taking into account the principle of complementarity (complementarity) and synergy in achieving a universally significant ideal;
  - focus on the mechanisms of "soft" control, and reflection, ensuring the sustainable development of educational institutions and participants in the pedagogical process;
    - the possibility of the system is wider and richer than the sum of its constituent elements;
    - striving for maximum stability in relation to environmental factors;
    - conscious alternation of the processes of integration and differentiation, simplification and complication, hierarchization and hierarchicalization as a conscious striving for progress, that is, dynamic hierarchy;
      - the amplitude of "oscillations" within the system is determined by a simple and strange attractor;
      - the impact on each other of the elements of the system and on themselves;
      - communication with the environment and other systems.

Recommendations for achieving an individual acme in line with synergetic careerology [2, p. 167] are as follows:

- a mature person with a well-established worldview should link his professional and social growth with a certain value reference, develop for himself an individual ideal that determines the strategy of his life as a whole;
  - this ideal should correspond to his individual creativity;
  - this ideal should be brought into line with the universally significant (social) ideal;
  - from social ideals it is necessary to choose an integrative (synthetic) ideal to which the future belongs;
  - ideological faith in the course of achieving acme is replaced by ideological doubt, there is a need to develop a new ideal or educate a new creative personality.

Synergetic acmeology shows that the movement towards full professional and social acme presupposes the implementation of a "spiritual career", taking into account both religious and secular ideals.

Requirements for pedagogical systems from the standpoint of synergetic acmeology:

- inclusion in the graduate's model of abilities for self-organization, self-education, self-expression, self-affirmation, self-development and spiritual growth;
- focus on management mechanisms that support activity, optimism, independence, the ability to form and defend humanistic ideals in the spiritual and material spheres;
- integration of a personality-oriented and societal approach in the pedagogical process, ensuring a balance of individual and social interests;
- development of positive predictive thinking of teachers and students;
- organization of synergistic interaction within the educational environment and with society.

Synergetic ideas are being actively introduced into pedagogical science and practice at various levels: modeling educational systems, management, functioning of didactic and educational systems, assessing the quality of education: the integration of a system-synergetic and activity approach to the problem of modeling pedagogical systems requires considering it as a dissipative structure, the subsystems of which are the components of activity that have their own dissipative organization.

A systematic consideration of the quality problem requires an analysis of the components of the pedagogical system of all types of pedagogical activity (design, management, functioning, education and training, support, assessment). It is advisable to carry out a synergetic analysis of each of the components of the pedagogical system and make adjustments at all levels: conceptual, managerial, functional.

Synergetic ideas were reflected primarily in the conceptual modeling of pedagogical systems: these are the concepts of advancing (K.K.Kolin) and motivating (S.P. Kurdyumov, E.N. Knyazeva) teaching, the concept of acmeological (V.N. ) and the adaptive school Heschl, T.I. Shamova, T.N. Davydenko), the idea of "gestalt education" (E.N. Knyazeva), the concept of a synergetic environment (A.I. Bochkarev), the principles of self-organization pedagogy are proposed (S.V. Krivykh). The accumulated pedagogical experience in the application and interpretation of synergetic knowledge allows us to start developing an integrative concept of a synergistic school.

The accelerating pace of social development complicates the solution of the problems of socialization and integration of OU graduates into society. The rapidly changing "rules of the game" require a departure from "prescription" pedagogy, and especially from "prescription" education and the transition to advanced education. The content of advanced education should include modeling of future options based on a positive humanistic approach, mastering the most general the same "rules of the game" in combination with the development of a non-linear, creative attitude towards oneself and the world. A synergistically thinking person, according to E.N. Knyazeva, this is *Nomo ludens*, "a person playing" with a developed play consciousness, flexible, non-rigid, open, ambiguous, possessing "stimulating action".

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